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Self – Expressing One's Feelings And The Impact Of Physical Activities Over Them

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Abstract

Problem Statement: Self-confidence is an aspect highly approached nowadays, with major importance both in professional and personal life. The manner in which self-confidence can be affected, and through this the expression of one's feelings with their full emotional range, has long been discussed, argued and contested. This is the reason for which we proposed the approach of the above-described subject.

Purpose of Study: For our research we started from the hypothesis according to which students who regularly participate in physical activities of the university education programme are more self-aware, have greater freedom to express their emotional feelings, and are more balanced from an emotional point of view, as compared with their other colleagues who repeatedly absent from the Physical Education programme. The group involved in our research was composed of 86 students (boys and girls), coming from the same institution and, theoretically, having the same preoccupations.

Research Methods: Bibliographic study method; observation method; enquiry method (questionnaire, discussion, enquiry, etc.); method of pedagogical experiment; statistical-mathematical method; observation method; graphical method. **Findings:** Our study aims to highlight that a regular participation in physical activities within an university education programme gives greater freedom in expressing one's feelings and enhances the individual's self-confidence, due to the fact that emotional barriers are triggered by the lack of socialisation and fear of ridicule, feeling that disappears when one practices a kind of sport or physical exercise simultaneously performed by the rest of a group.

Conclusions: Students' group consciousness is transformed through regular participation in physical activities within a university education programme, as they have greater freedom in expressing their emotions, are more balanced emotionally, and become emancipated. By leaving behind preconceived opinions, they become self-aware and are eager to assert "as an attribute of their own existence." (Horst H.S., p. 21)

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Keywords: Self, feelings, physical activities, expression, students

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Introduction

In today's world, structural changes and developments in technology, economics, politics, and culture in today's world have been changing the society's expectation in education from day to day. These changes and developments necessitate the reorganization of educational systems. A lot of the developed countries who are aware of this fact have started training programs for teachers to improve their education. To this extent, the U.S. Holmes group who investigates the question of 'How should the teacher be in 21st century' defends the idea of. "If you want to increase a student's performance, you have to raise quality teachers. (HEC, 1998).

For this reason, the Higher Education Council (HEC) in Turkey and the programs of Educational Institutions will be updated parallel with the developments in the curriculum. The last program developed in line with the curriculum adopted in the academic year of 2006 - 2007 had begun to be implemented at Education Faculties. Learning theories and practice-activities are implemented based on this program for the provision of prior learning so that prospective teachers can use in the years of graduation. Prospective teachers are required to use the knowledge and experience gained in (CTP) throughout their professional life.

The Course of Teaching Practice (CTP) aims to help prospective teachers to put theoretical knowledge into practice during the last semester at the education faculty, before they are graduated. It helps them to see to what extent they could improve their teaching competencies specified by HEC with a provision of a real school environment. In this sense, the scope of the Faculty of Education program in the CPT is very important in terms of practice. With CTP, prospective teachers who are taught theoretical knowledge at school learn how to put into practice what they theoretically learned. In this way, prospective teachers develop their knowledge and experience in such practice programs. Studies on the effects of CTP will, therefore, be of great use.

Research shows the presence of a third category of knowledge, Pedagogical Content Knowledge (PCK), as important as field knowledge and vocational knowledge in teachers' training. In other words, PCK is significant and specialized knowledge about teaching and learning processes in a certain discipline.

The Pedagogical Content Knowledge (PCK) concept began to be used at a national conference in 1983 for the first time in Texas, USA. Loss of Educational Research Perspective by the American Educational Research Association was proposed by President Lee Schulman (a missing paradigm).

PCK was included in the 'Knowledge of the Base of Teaching' by Schulman (1987). These three are the basis of information. This Base of Teaching consist of a total of 7 categories and three of these are related to content (field knowledge, PCK, curriculum information.) The other four categories are as follows: General pedagogy, students and their characteristics, educational content and educational goals.

After Shulman (1987), Magnusson, Krajcik & Borko (1999) had developed a comprehensive model of PCK for science education based on Grossman (1990) model. This new model has expressed that there are five components of PCK as follows:

1. Adaptation to Science Teaching;
2. To have knowledge and ideas about science curriculum;
3. Knowledge and thoughts about students' comprehension to science subjects;
4. Knowledge and thoughts about assessments in science;
5. Knowledge and thoughts about teaching strategies of science-teaching.

In this study, the effect of teachers' training course on PCK of prospective science teachers regarding electromagnetism was investigated by using PCK model of Magnusson and friends (1999) on science teaching. This study includes teaching method and technique which is one of the component of PCK. In this context, teaching practice source's effects on teaching methods and techniques of PSTs on the subject of electromagnetism were discussed.

All of these components should be developed and integrated simultaneously for the formation of PCK. Integration of this information reflects: 1-PST's thoughts towards basic characteristics of science course; 2-determines the outcome of the learning activities; 3-discovers the students's ideas; and 4-designing of teaching strategies and materials and how to deal with assessment subjects (Faikhamta, et al., 2009).

1.1.Purpose of the Study

The basic purpose of this study is to investigate the effect of CTP on teaching methods and techniques of PSTs on the subject of 8th grade electromagnetism.

1.2. Problem of the Study

In reviewing the related literature, PCK of a teacher is affected by student-teacher interactive relations. Tuan

and Kaou (1977) suggested that in order to improve PCK of prospective teachers, it must be provided for PSTs to gain experience through in class practices, more reflection and discussion must be done and it must be helped to diagnose students' understanding (Uşak, 2005). It is known that prospective teachers have difficulties (Smithhey, 2008) in improving their PCK due to lack of time they spent with students and lack of experience limits improvement of their PCK (Van Driel, De Jong & Verloop, 2002; Van Driel, Verloop & De Vos,1998). For this reason, this study was exercised to show whether there is effect of CTP, which enables teachers to have more time with students, in improvement of PCK with prospective teachers or not. Moreover, in this study, it was sought to an answer to the question of ''what is the effect of CTP to PST's teaching methods and techniques?''

*1.3.*Importance of the Study

According to Saka (2001), prospective teachers can not exercise the knowledge, skills and attitudes, which were gained in field knowledge, general knowledge and teaching formation courses, effectively and efficiently in their professional life. Therefore, during undergraduate studies, it is needed to perform studies towards to determine what level of skills prospective teachers use and to eliminate deficiencies. Such studies can be done through CTP effectively. This study has an importance since it evaluates PCK of prospective teachers and includes their qualifications in new programs. No matter how well a curriculum is prepared, it will be implemented by teachers eventually. If PCK will be helpful in the education of science teachers, we need to understand stages of development with prospective teachers (Kind, 2009). For this reason, investigation of PCK on prospective teachers is very important.

2.Method

Case study method (sample event), one of the pattern of qualitative research methodology, was used in this study which evaluates PCK of PST. With this approach, more "what", "why" and "how" questions are sought to be answered. The basic purpose here is to introduce case studies, which were examined to clarify some general theories in details. Case study, as is also implied from its description and name, focuses on a specific case. (Çepni, 2009).

*2.1.*Sample

The sample of this study composed by 6 PST who were senior students in the 2009-2010 academic year fall semester at Giresun University, Faculty of Education. In order to determine these 6 PSTm first of all, a total of 25 candidates were asked to prepare a concept map containing the concepts in the subject of ''Magnetic Effect of Electric Current'' which was selected from the 8th grade ''Electric in Our Lives'' unit.

Concept maps were evaluated by prepared rubric. Evaluated concept maps were rated as high, medium and low level. A total of 6 prospective teachers, 2 from each level, were used as sample.

-All participants take CTP. Sample size was kept small as in many quantitative studies. The primary reason of keeping the small sample size is, case study is a detailed and in-depth research method. (Çepni, 2009; Yıldırım & Şimşek, 2008). PSTs were observed during the course of teaching practice. All datas, collected before and after CTP through interview, lesson plan and observation form, were analyzed.

2.2. Instrument

In order to analyze PCK in details, data triangulation method was used in this study by considering the problem created at the beginning of this study. Data was gathered through interview, observation and lesson plan.

2.3. Analysis of the Data

Data obtained from lesson plans was analyzed by an analytical rublic method in a similar way to the analysis of lesson observation form and concept maps.Content analysis method was used to analyze the data obtained from interviews**.**All of the applications performed by prospective teachers were observed and recorded by the researcher**.** Lesson observation form, which was filled by the researcher during the application process, was reviewed again by re-monitoring the records.

3.Results

In the context of this study, analysis of data obtained from interviews, observations and lesson plans waspresented respectively:

3.1. Findings from interview question

Table 1. Pre-and post interview findings towards PST's knowledge to reduce the concepts, related to 8th grade electromagnetism subject, to students' level

Pre- interview	Post- interview

Code	Group	PST	Examples from responses of PCT	Code	Group	PST	Examples from responses of PST
Visualization of the subject	High	PST1, PST2	"We can reduce the concepts of the subject to the students' level by visualizing the event." (PST6)	Visualization of the subject	High	PST1, PST2	"In order to embody the subject, it should be visualized."
	Medium	PST3, PST4			Medium	PST3, PST4	
	Low	PST6			Low	PST6	
Experiment	High	PST2	"The experiments should be carried out to reduce the electromagnetism subject to the students level." (PST2)	Experiment	High	PST1, PST2	"In order to ensure a permanent learning, experiments must be carried out."
	Medium	PST3, PST4			Medium	PST3, PST4	
	Low	PST5, PST6			Low	PST5, PST6	
To make the student an active	High	PST1, PST2	"We can reduce the concepts of subject to the student level by getting them involved in ." (PST5)	Other	High	PST1, PST2	"Animation, slides, examples from daily life, the analogy can be used."
	Medium	-			Medium	PST3, PST4	
	Low	PST5			Low	PST5, PST6	

In table 1, when the responses of PST in pre-interviews were reviewed, PST2, PST3, PST4, PST5 and PST6 answered that experiments should be carried out in order to reduce the concepts of electromagnetism subject to the students' level.

*3.2.*Findings from Observations

Table 2. Findings gathered from the course observation form that is related to PSTs' teaching methods and techniques.

Theme	Grade	Status of PST during CTP
Select and prepare the appropriate tools and materials	3	PST2PST3
	2	PST1 PST4PST5PST6
	1	
To use methods and techniques outlined in the plan in accordance with	3	PST1 PST2 PST3
	2	PST4PST5PST6
	1	
The effective use of verbal language and body language	3	PST2PST3PST5
	2	PST1PST4PST6
	1	-
Provide clear explanations and instructions	3	PST1PST2PST3PST5
	2	PST4PST6
	1	-
binding subject to daily life	3	PST1PST2PST6
	2	PST3PST4PST5
	1	-
Binding subject to the other subjects of the course	3	-
	2	PST1PST2PST3PST4PST6
	1	PST5
Effective use of course period	3	PST1PST2PST3PST4PST5
	2	PST6
	1	-

Satisfactroy: 3, Somewhat Satisfactory: 2, Unsatisfactory: 1

As you can see in table 2; PST2 in top group, and PST3 in the middle group were able to prepare the right materials and select the right tools as teaching methods as instructed in the Teaching Practices classes. PST1 in top group, PST4 in middle group, PST5 and PST6 in bottom group have struggled choosing the right tools, and preparing the materials.

3.3. Findings from PST's Lesson Plans

Table 3. Findings from PST's schedules specific to classroom teaching methods, and technical knowledge

Findings obtained from lesson plans which were prepared prior to CTP	Findings obtained from lesson plans which were prepared after the CTP

Theme	Code	Grade	PST	Theme	Code	Grade	PST
Teaching-Learning Methods and Techniques	fully specified	3	PST2	Teaching-Learning Methods and Techniques	fully specified	3	PST2PST5PST6
	partially specified	2	PST1,3 4, 5, 6		partially specified	2	PST1PST3PST4
	unspecified	1	-		unspecified	1	-
Used Educational Technologies	fully specified	3	PST2	Used Educational Technologies	fully specified	3	PST2PST3
	partially specified	2	PST1,3,4,5, 6		partially specified	2	PST4PST5
	unspecified	1	PST4		unspecified	1	PST1PST6
Learning and Teaching Activities	Structure	3	PST2	Learning and Teaching Activities	Structure	3	PST1PST2PST3PST4
		2	PST1			2	PST6
		1	PST3PST4PST5PST6			1	PST5
	Content	3	PST2		Content	3	PST1PST2PST3PST4
		2	PST1PST3			2	PST6
		1	PST4PST5PST6			1	PST5

Fully specified: 3 points, Partially Specified: 2 points, unspecified: 1 point

In table 3, we can clearly see that; PST5 has a lack of knowledge on specifying the teaching method, and preparing the right materials before the practice, while they were able to fully specify the same after the practice.

Note: Because of page limitation, other results have not been presented here, but the audience or researchers may directly supply them from the authors.

4. Discussion, Conclusion and Recommendations

PSTs had practiced the electromagnetism subject within the context of CTP (the Course of Teaching Practice) in a practice-elementary school for 8th grade students and they were observed for one full class hour. During the practice, all of the prospective teachers have carried out an experiment except one. Although all of the teachers were independent from each other during this practice, and the experimental tools they have used were different; they all chosen the same experiment to teach this subject. This can be concluded as, that all of the teachers had a shared approach for teaching the this subject. This is possibly a result of PST's commitment to the 8th grade Science and Technology Teacher's Guide Book and the teaching objectives of Ministry of Education's elementary school curriculum.

In this study; interviews with teachers, and the lesson plans they had put together immediately after the practices shows that they tended to take constructive approach as a basis for their teaching methods. However, it was observed during the practices that they were away from the student-centered approach, and had adopted the traditional method.

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